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ABSTRACT

Regulations of the Florida State Board of Education require that each community college district board of trustees provide placement services and maintain followup studies. This document provides the guidelines for these activities. Each college shall designate an officer who shall be responsible for providing placement services and for maintaining placement statistics. Services shall be made available for 3 years to every student who completes a certificate or degree program, and on a one-time basis for students who leave school having completed two terms as a full-time student. In order to ascertain the effectiveness of programs, followup studies shall: (1) identify program goals and objectives; (2) devise and utilize assessment instruments and procedures; (3) draw conclusions relative to the adequacy of program goals and objectives and make changes as are appropriate; and (4) draw conclusions relative to the effectiveness of the several components of the programs, including support programs, in meeting goals and objectives and make such changes as are appropriate. Reports shall also be made to the board concerning students who have declared their educational objectives and leave prior to their attainment. Report writing guidelines and questionnaire forms are appended. (Author/MJK)

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ED 100440

GUIDELINES FOR

Placement Services
Follow-Up Studies
Dropout Studies

In

FLORIDA COMMUNITY COLLEGES

State of Florida
Department of Education
Division of Community Colleges
June, 1974

JC 750 069

Introduction

Regulations of the State Board of Education require that each community college district board of trustees provide placement services and maintain follow-up studies.

> 6A-8.581(4) Each board shall establish and maintain organized placement services and follow-up studies to assist all students graduating from or leaving the community college. The experiences from placement services and the results of follow-up studies shall be used in adjusting curricula. These services shall be provided according to guidelines prescribed by the commissioner. Guidelines for vocational education shall be consistent with §§230.765(1), Florida Statutes, and §§6A-8.55 of these regulations. For purposes of implementing this regulation the following definitions shall be used:
>
> (a) Placement services are defined as assistance to school graduates or leavers, depending upon the desires of the individual to obtain gainful employment, to enroll for further education, or to engage in a combination of employment and further education.
>
> (b) Follow-up studies are defined as the systematic examination of the performance of former students in the areas in which they received training.

This document provides the guidelines which have been approved by the commissioner for use in community colleges.

Rationale

Among the educational goals to be served by the programs of the community colleges are the development of competencies required for gainful employment and the development of competencies required as a basis for further education. Hence, the validity and the effectiveness of the educational programs of the community colleges are reflected in the extent to which students who leave the community colleges can and do enter into activities for which the colleges provided preparation and in the performance of students in the activities for which community college programs prepared them.

While placement services are to be provided as services to students as well as to employers and/or educational institutions with advanced programs, both placement services and the evaluation of the performance of former students are to be utilized to obtain bases for the validation and/or renewal of educational programs and services.

Additionally, clues for program modification can be gained from analyses of the experiences of students who withdrew from programs prior to the completion of their declared educational objectives. For such students, however, the primary focus of study is on the in-school experience and the reasons for withdrawal.

Findings from placement, follow-up evaluations, and dropout studies are to be utilized along with information obtained through the other forms of program evaluation used by the college.

It is to be noted that the procedures outlined in these guidelines are to be used in the evaluation of the components of support programs, e.g., learning resources and counseling, which contribute to instructional programs. Similarly, it is recognized that students utilize services of community colleges for objectives which do not lend themselves to evaluation by the procedures outlined herein.

June, 1974

GUIDELINES FOR PLACEMENT SERVICES

Pursuant to Regulations of the State Board of Education, 6A-8.581(4) each community college shall provide placement services which assist school graduates and leavers to obtain gainful employment and/or to enroll for further education. These guidelines are issued in compliance with SBE Regulations for use by the community colleges.

Objectives of Placement Services

Placement services provided by the community colleges shall be so designed as to serve the following objectives:

1. serve the needs of students as they seek to gain employment and/or move to another level of education,

2. provide information that will enable the college to adjust its instructional programs to meet the needs of students more fully, and

3. provide data which indicate where graduates and other former students are placed subsequent to leaving the college.

Responsibility for Placement Services

Each college shall designate an officer who shall be responsible for providing placement services and for maintaining placement statistics. Personnel who have responsibility for the design and implementation of the respective instructional programs of the college shall participate in placement activities. Colleges may authorize such personnel to provide placement services under the direction of the officer who has college-wide responsibility for placement.

Population to be Served

Placement services shall be made available to every student who completes a certificate or degree program. To such students, the services shall continue to be available for a period of at least three years, provided that the students keep the college advised concerning their employment or enrollment for further education.

Placement services also shall be available on a one-time basis for students who leave the college after not less than two terms as a full-time student. Placement services may be made available to such other students as resources permit.

Services to be Provided

While the regulations contemplate complete placement services for community college graduates and leavers, community colleges may meet this requirement by working in conjunction with the Florida State Employment Service and other community, state, and federal resources. Responsibility for the effectiveness of the services available to community college graduates and leavers rests with the respective community colleges.

Reports to the Board of Trustees

Each district board of trustees shall be provided each year with appropriate reports relative to the placement of former students, including information relative to the use being made of findings toward the improvement of instructional and instructional support programs.

Reports to the Division of Community Colleges

On or before a designated date of each year each college shall file a placement report for the preceding fiscal year on forms provided by the Division of Community Colleges. The report shall be made for each degree, certificate, diploma, and other instructional program. It shall include the number of completions during the previous fiscal year and the number of completing students placed in employment and in educational institutions. The report shall include the number of other students placed in employment and in educational institutions.

Additionally, the report shall indicate the conclusions drawn relative to the adequacy of instructional programs and of support services together with a description of changes which have been made as a result of the conclusions.

GUIDELINES FOR FOLLOW-UP STUDIES

Florida Statutes, §§230.7651 and Regulations of the State Board of Education, 6A-8.581(4) require that the community colleges evaluate the performance of former students in the activities for which they were prepared by the college. The colleges are required to review their programs in the light of information developed in the follow-up evaluations. These guidelines are issued in compliance with SBE Regulations for use by the community colleges.

Follow-up Evaluations Defined

Follow-up evaluations consist of the steps taken by colleges to assess the performance of their former students against the particular performance goals and objectives established for the respective instructional programs through which the students were prepared. The assessments shall be designed to answer the following questions:

1. How well is the attainment of the goals and objectives of instructional programs reflected in the performance of former students?

2. Do the requirements of the activities in which former students are engaging extend beyond the program goals and objectives?

Follow-up Evaluation Outcomes

As an outcome of the follow-up evaluations, a college should be able to evaluate the adequacy of its program goals and objectives as well as the effectiveness of its programs in meeting goals and objectives. Such determinations along with results of other evaluative activities are to be used to make any needed changes in program objectives and in the program, including components from instructional support programs of the college.

Procedures

For each degree, certificate, diploma, and other instructional program offered by a community college the following steps are to be taken:

1. Identify program goals and objectives.

2. Devise instruments and procedures for assessing:

   (a) the performance of former students against the objectives, and

   (b) the adequacy of the goals and objectives against the requirements of the activities in which former students are engaging.

3. Utilize the instruments and procedures for making the above assessments of former students.

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4. Draw conclusions relative to the adequacy of program goals and objectives and make such changes as are appropriate.

5. Draw conclusions relative to the effectiveness of the several components of the programs, including support programs, in meeting goals and objectives and make such changes as are appropriate.

Population to be Evaluated

Follow-up evaluations are to be made for all or such percentage of former students as will constitute a representative sample of such students. Follow-up evaluations are to be limited to those former students who have completed programs to the extent that they can enter into activities for which the programs provide preparation. Students who withdraw from college too early to qualify for follow-up evaluation are to be subjects for dropout studies.

For programs which prepare students for employment, follow-up evaluations need not extend to former students employed in other states and will normally be limited to those in the service area of the college.

For students who complete programs leading to further formal education, follow-up evaluations need not extend to former students in out-of-state institutions and will normally be limited to the three institutions enrolling the largest number of former students.

Time for the Evaluation

The performance of former students is to be evaluated within the period from four to fifteen months from the time the student leaves the college. The college may establish a second round of evaluations for programs in which replication appears to be warranted.

Responsibility for Evaluation

Each college shall designate an officer who shall be responsible for the organization and management of follow-up evaluations. Personnel who have responsibility for the design and implementation of the respective instructional programs shall design and use the follow-up evaluation instruments and procedures under the guidance of the officer with institution-wide responsibility.

Institutional procedures for follow-up evaluation should provide for the participation of the following:

1. college personnel who have responsibility for the design and implementation of the instructional program,

2. personnel from the establishment in which the former student is enrolled or employed, and

3. the former student.

Reports to the Board of Trustees

Each district board of trustees shall be provided each year with appropriate reports relative to the follow-up evaluations of the performance of former students, including information relative to the use being made of findings toward the improvement of instructional and instructional support programs.

Reports to the Division of Community Colleges

On or before a designated date each year each college shall file reports of follow-up evaluations made during the preceding fiscal year and of the use made of follow-up findings. The reports shall be made for each degree, certificate, diploma, and other instructional program offered by the college, and they are to be made on forms provided by the Division of Community Colleges.

It is not expected that the evaluations included in the annual report will be limited to students who completed program requirements during the reporting period; nor is it expected that students who completed programs throughout the reporting period be evaluated in time for inclusion in the report immediately following their completion.

The reports shall include:

1. The number of students completing the program during the previous fiscal year.

2. The number of evaluations.

   (a) The number of first round evaluations.
   (b) The number of second round evaluations.

3. Summary of findings.

4. Description of changes in

   (a) Goals and objectives.
   (b) Program content and/or procedure.

5. A copy of the instruments and/or procedures used in the evaluation.

6. Suggestions for changes in regulations and/or procedures external to the institution and its board of trustees.

GUIDELINES FOR DROPOUT STUDIES

Each college shall provide for the systematic study of the factors that are associated with the withdrawal of students who leave the institution prior to the completion of their declared educational objectives.

Population for Dropout Studies

Included in the population subject to dropout studies are those students who have declared their educational objectives and who have been identified by the institution as leaving prior to the attainment of those objectives, and those students who enroll for twelve or more hours in any term and who leave prior to the receipt of a degree or certificate.

All students who qualify for dropout studies or such a number of those students as to constitute a representative sample of the dropout population are to be included in dropout studies.

Procedures for Dropout Studies

Each college shall designate an officer to be responsible for the organization and supervision of activities involved in the study of students who qualify for dropout studies. Dropout studies are to be conducted for each of the degree, certificate, diploma, and other instructional programs offered by the college.

Provision should be made in the procedures for dropout studies for the participation of personnel who are responsible for the design and implementation of the instructional programs from which students withdraw. Each college shall design the instruments and procedures to be utilized in dropout studies.

Provision for the collection of data for dropout studies shall include but not be limited to exit interviews with students who withdraw prior to the attainment of their educational objectives. Provision shall be made for the identification of potential dropouts and for the development of procedures designed to reduce the likelihood of withdrawal of students prior to the attainment of their objectives. Provision shall be made for the interpretation of data to determine the nature of any modifications that need to be made in instructional and/or support programs of the college.

Reports to the Board of Trustees

Each district board of trustees shall be provided in even numbered years beginning in 1976 with appropriate reports relative to the withdrawal of students prior to the attainment of their objectives, including information relative to the use being made of findings toward the improvement of instructional and instructional support programs.

Reports to the Division of Community Colleges

On or before a designated date in even numbered years, each college shall file reports for each of its degree, certificate, diploma, and other instructional programs to include:

1. The number of students entering the program during the preceding two fiscal years.

2. The number of students withdrawing from the program prior to the completion of the program.

3. The number of students concerning whom dropout data have been compiled.

Additionally, the report from the college shall include:

1. A statement of the findings and conclusions drawn from the dropout studies.

2. A description of the changes in instructional programs and/or support services which have been made in response to the findings from the dropout studies.

3. A copy of the instruments and procedures utilized in conducting dropout studies.

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Purpose of the Report

The report is designed to reflect the enrollment as well as the output of each instructional program offered by the college. The report reflects the nature and extent to which evaluation is made of the performance of former students in the activities for which each program provides preparation. The report provides information to show the changes being considered and/or made in light of the findings from placement and follow-up activities.

The form is consistent with the reporting requirements in Guidelines for Placement Services and Follow-Up Studies and incorporates requirements for reporting data by race and sex to help meet the information needs of the State Community College System Equal Educational Opportunity Council and of the Statewide Committee to Monitor the State Plan for Equalizing Opportunity in Public Higher Education in Florida.

Instructions

Code. -- Enter the same code shown for the program on Report AA-2, Program Status. It is the code for the instructional program from Part 2 or 3 in Appendix A.

Program Title. -- Enter the same title for the program shown on Report AA-2, Program Status.

Type. -- Indicate the type of certification that is used to evidence satisfactory program completion.

Symbol	Meaning of Symbol
1	A.A. degree
2	A.S. degree
3	Other degree
4	Certificate
5	Diploma

Civil Rights Category. -- Record the number of students according to the categories used by the Office of Civil Rights. The categories do not correspond to scientific definitions but to the racial, ethnic, cultural, color, or lingual backgrounds of students as self-reported or otherwise determined. The students are reported by sex within each category.

1. Asian American/Oriental: Students who identify themselves ethnically as being of Chinese, Japanese, Korean, Hawaiian, Samoan, Filipino, or other Southeast Asian or South Pacific origin.

2. Native American/American Indian: Students who identify themselves ethnically as being of Native American Indian descent including Canadian and Alaskan Natives. Does not include Caucasian Americans.

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3. Negro/Black: Students who identify themselves ethnically as being of Negro, Black, or Afro-American descent.

4. Spanish Surnamed American: Students who identify themselves as being of Chicano, Mexican American, Puerto Rican, Cuban, Latin American, South American, Central American, or traditionally Spanish origin.

5. All other: Students who are not included in any of the preceding four categories. Include U.S. native-born Caucasians.

6. Total: The sum of male and female in all of the above categories.

Entered. -- Show the number of students known to have affiliated with the program during the academic year with the declared intent of attaining its objectives.

Withdrew. -- Show the number of students KNOWN to have withdrawn their intention to pursue the program's objectives and the number of students ASSUMED to have discontinued the program during the year. Do not include students who have elected to remain out of college for one or more terms but who maintain the expectation to pursue the program objectives.

Completed. -- Show the number of students who completed the requirements for a CERTIFICATE or DEGREE and the number of students who completed a SUBSTANTIAL part of the program before withdrawing, during the year. Substantial completion exists when the program manager believes enough of the program objectives have been achieved to enable entry into the activity for which the program provides preparation. (The total completion should equal the sum of the number of students reported in the following four items.)

Completed, Placed. -- Show the number of students who completed the program during the year and are known to have entered the activity (JOB or FURTHER EDUCATION) for which the program provides preparation. Known placement is to be reported whether or not made through the college.

Completed, Not Available for Placement. -- Show the number of students who completed the program during the year and are known to be unavailable for placement in the activity for which the program provides preparation.

Completed, Awaiting Placement. -- Show the number of students who completed the program during the year and who are known to be available for, but not yet placed in the activity for which the program provides preparation.

Completed, Availability Unknown. -- Show the number of students who completed the program during the year and whose whereabouts and/or availability for placement are unknown to the college.

Completed, Placed, Evaluated. -- From the students who completed the program and are placed in the activity for which the program provides preparation show the number for whom follow-up evaluations were made during the year (FIRST ROUND). If the replication of any follow-up evaluations were conducted, report the number in the SECOND ROUND category.

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Dropouts Studied. -- Show the number of students previously affiliated with the program who were included in dropout studies since the last dropout information reported on Report AA-1. (This item is to be reported only in even numbered years, beginning 1976.)

Program Length. -- Report the length of the program in terms of the number of semester credits required to complete the program, the clock hours required for the program, or other measure to indicate the duration of the program. (This item is not intended to discourage time-shortening measures.)

Activity for which Program Provides Preparation. -- Describe the activity for which the program is designed to prepare students; for example, employment as an X-ray technologist or for further education in accounting.

Attach the Following. -- Attach to report AA-1 for each instructional program documentation of the following:

a. Expected program outcomes: A statement of the expected outcomes of the program in whatever form being used in relation to the program. If the outcomes are not defined in terms of performance and/or competency, the statement cannot be expected to serve as the basis for follow-up evaluation of the performance of students who complete the program.

b. Evaluation instruments and procedures: Copies of follow-up evaluation instruments and a description of the procedure used in evaluating the performance of completing students.

c. Dropout Studies Instruments and Procedures: Copies of instruments used in dropout studies and a description of the procedure used in conducting the dropout studies. (These attachments are to be provided only in even numbered years, beginning 1976.)

The remaining items are self-explanatory.

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Report AA-1, PLACEMENT AND FOLLOW-UP
(4/74)
Due Date: November 1, 1975

College _____

Prepared By _____

Date Prepared _____

Signature of Pres. _____

Code _____ Program Title _____ Type _____

		Civil Rights Category										
		Asian American/ Oriental		Native American/ American Indian		Negro Black		Spanish Surnamed		All Others		TOTAL
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Entered												
Withdrew	Known											
	Assumed											
Completed	Cert/Deg.											
	Substantial											
Completed, Placed	Job											
	Futher Ed.											
Completed, Not Available for Placement												
Completed, Awaiting Placement												
Completed, Availability Unknown												
Completed, Placed, Evaluated	1st Round											
	2nd Round											
Dropouts Studied												

1. Program length _____

2. Activity for which program provides preparation _____

3. Attach the following:

   a. Expected program outcomes

   b. Evaluation instruments and procedures

   c. Dropout studies instruments and procedures (Even numbered years, beginning 1976)

Return to: Research and Information Services, Division of Community Colleges, Department of Education, Tallahassee, Florida 32304

College _____

Program Title _____

4. What findings or conclusions result from the placement and follow-up evaluation of students who completed the program?

5. In light of the findings or conclusions, what changes are being considered and/or have been made in the expected outcomes of the program?

6. In light of the findings or conclusions, what changes are being considered and/or have been made in the design and implementation of the instructional and instructional support components of the program?

College _____

Program Title _____

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7. Are there requirements of law or regulations external to the college which inhibit needed program modifications? (If so, please explain.)

8. What findings or conclusions result from the study of students who withdraw from the program prior to substantial completion of the program? (Answer in even numbered years, beginning 1976.)

9. In light of the findings or conclusions, what changes are being considered and/or have been made in the design and implementation of the instructional and instructional support components of the program? (Answer in even numbered years, beginning 1976.)

Program Status Report
(AA-2)

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Purpose of the Report

The form is designed to reflect the assessment an institution makes of the status of its instructional programs with respect to follow-up evaluations to be made of the performance of former students. The information is intended to provide the college with a basis for determining the steps it needs to take in order to achieve a fully operational system for follow-up evaluations.

Instructions

Code. -- Enter the appropriate code for the instructional program from Part 2 or 3 in Appendix A to appropriately identify the nature of the program.

Title. -- Enter the title of each instructional program offered by the college. The list is to include every certificate and every degree program authorized by the Board of Trustees, and it is to include any other instructional sequences designed to prepare students for identifiable activities.

A program is defined as a planned instructional sequence through which students can expect to develop the competencies required for entry into an identifiable activity. Thus, instructional programs are to be identified on the basis of their identified objectives. (Different instructional sequences with identical or nearly identical performance outcomes constitute a single program, but instructional sequences with different performance outcomes constitute separate programs.)

Type. -- Indicate the type of certification that is used to evidence satisfactory program completion.

Symbol	Meaning of Symbol
1	A.A. degree
2	A.S. degree
3	Other degree
4	Certificate
5	Diploma

Program Manager. -- Enter the last name of the individual under whose immediate direction the program is being conducted.

Performance Based Program Outcomes Defined. -- Enter the numerical designation in the appropriate column rather than place a check mark. The "0" column indicates no attempt has been made to define program outcomes in terms of the measurable performance or competency of graduates. The "3" column indicates substantially all the expected program outcomes are identified and stated in terms of measurable performance and/or competency. The "1" and "2" columns are for intermediate ratings.

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Performance Based Pre Graduation Evaluation. -- Enter the numerical designation in the appropriate column rather than place a check mark. The "0" column indicates no instruments and procedures are in use for determining whether students have developed and can demonstrate the performance and/or competency defined as expected program outcomes. The "3" column indicates there are in use instruments and procedures for determining whether students have developed and can demonstrate the performance and/or competency defined as expected program outcomes. The "1" column indicates there are measures for a few program outcomes. The "2" column indicates there are measures for a substantial number, but not all, of the program outcomes.

Performance Based Post Graduation Evaluation. -- Enter the numerical designation in the appropriate column rather than place a check mark. The "0" column indicates there are no measures for evaluation of performance of former students and/or program outcomes have not been defined in terms of performance or competency. The "3" column indicates there are measures for all program outcomes which have been adopted for use in post graduation evaluation of the performance of former students in the activity for which the program prepared. The "1" and "2" columns are to indicate the extent to which progress has been made in the development of measures of performance of former students.

Performance Based Curriculum. -- Enter the numerical designation in the appropriate column rather than place a check mark. The "0" column indicates none of the instructional and instructional support components of the program are based on measurable performance or competency. The "3" column indicates substantially all the instructional and instructional support components of the program are based on measurable performance and/or competency. The "2" column indicates only the instructional components of the program are performance and/or competency based. The "1" column indicates only some of the instructional components are performance and/or competency based.

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Report AA-2, PROGRAM STATUS REPORT
(4/74)
Page ____ of ____

Due Date: December 15, 1974

College _____

Prepared by _____

Date Prepared _____

Signature of Pres. _____

Instructional Program			Program Manager	Performance Based Prog. Outcomes Defined				Performance Based Pre Graduation Evaluation				Performance Based Post Graduation Evaluation				Performance Based Curriculum			
Code	Title	Type		0	1	2	3	0	1	2	3	0	1	2	3	0	1	2	3

Section 11

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SPD Five-Year Goals Plan
(SPD-1)

Purpose of the Report

The report is designed to satisfy the requirements of Section II., A. of the staff and program development guidelines provided for in State Board of Education Regulations, 6A-3.761 by identifying an institution's long-range (five years) goals for staff and program development.

Instructions

On this form are identified the long-range goals for staff and program development as determined by a college. The span of the Goals Plan is five years. The Goals Plan is to be reviewed annually by the college and undated or continued without modification.

The Goals Plan reflects a college's commitment to certain staff and program development goals identified by the college based on the study of its staff and program development needs. The Goals Plan identifies the areas of activity toward which the Activity Plan will be addressed.

The updated or continued Goals Plan for the subsequent five-year period is to be submitted annually for approval to the director of the Division of Community Colleges by March 1.

Definition

Goal. -- A goal is the end toward which effort is directed. Staff and program development goals are those goals within the overall goals of the institution which are expressions of the mission or purpose toward which staff and program development efforts are directed.

UNIVERSITY OF CALIF.
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FEB 07 1975

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